Mu'tah University

Deanship of Graduate Studies

The Role of Parental Involvement on Students' Performance in English Language in Saudi Arabia

By

Dahham Al Shammari

Supervisor

Prof. Majid Al- Khataybeh

A Thesis Submitted to the Deanship of Graduate Studies in Partial Fulfillment of the Requirements for the Degree of Master in Curricula and instruction/TEFL

Mu'tah University, 2012

Dedication

This work is dedicated to my parents, my wife and my sons Sallman and Basil, my brothers and sisters, and to Awad Bayeg, Khaled Baraka, Sayer Baraka and Hasan Huthailan .

Dahham Al- Shammari

Acknowledgements

I would like to express my greatest and deepest gratitude to Prof. Majid Al-Khataybeh, my thesis supervisor, for his assistance and insightful comments on the drafts of this study and to the committee members: Dr. Amaal Al Masri, Dr. Mohammad Ghzeiwat and Dr. Manal Al Ghazou . I also would like to thank all the participants in the present study for their cooperation. I am also grateful to my thesis committee members for their comments and suggestions that helped in improving this study.

Dahham Al- Shammari

Table of Contents

List of Tables

List of Diagrams

List of Appendices

Abstract

The Role of Parental Involvement on Students' Performance in English Language in Saudi Arabia

Dahham Naji Al Shammari

Mutah University, 2012

The purpose of this study was to investigate the role of parental involvement in the classroom on the third Intermediate students' achievement in English Language in Saudi Arabia schools. To achieve the purpose of the study, a pre/post-test was constructed to measure students' achievement in English language. The test consisted of twenty five items on English language. The sample of the study comprised (113) third intermediate students in Immam Mohammad bin Saud School for boys and Qulaib Khadher School for boys in Qurayat and was distributed into four sections, which were selected purposefully (two experimental and two control groups). The experimental group's parents were involved while the control groups' parents were not involved in their children's educational process. The sample of the study was (60) students in the experimental group and (53) students in the control group.

The findings of the study indicated that there were statistically significant differences in the post- test between the control and the experimental groups in favor of the experimental group. Results also showed that there were statistically significant differences between the effect of male and female parents involvement on students' achievement in favor of the female parents. The researcher proposed some recommendations to enhance the importance of parental involvement on students' achievement in English language such as conducting further studies on other populations and for a longer time.

الملخص

أثر انخراط الوالدين على أداء الطلبة باللغة الانجليزية في المملكة العربية السعودية

دحام ناجي الشمري

جامعة مؤتة، 2012

هدفت هذه الدراسة إلى استعلام مدى تأثير انخراط الوالدين في العملية التعليمية على تحصيل طلبة الصف الثالث المتوسط في اللغة الانجليزية في مدارس المملكة العربية السعودية. ولتحقيق هدف الدراسة تم استخدام الامتحان القبلي والبعدي لقياس تحصيل الطلبة في اللغة الانجليزية. تكون الاختبار من25 فقرة باللغة الانجليزية. تكونت عينة الدراسة من (113) طالب في في الصف الثالث في مدرسة الإمام محمد بن سعود للذكور ومدرسة قليب خضر للذكور في محافظة القريات في المملكة العربية السعودية تم توزيعها على أربعة شعب تم اختيارها قصدياً. تم توزيع عينة الدراسة على أربعة شعب بواقع شعبتين تجريبيتين وشعبتين ضابطة.أولياء أمور المجموعة التجريبية متابعون للتقدم الأكاديمي لأولادهم، بينما أولياء أمور المجموعة الضابطة غير مشاركين بتقدم أبنائهم الأكاديمي.كانت عينة الدراسة (60) طالب في المجموعة التجريبية و(53) طالب بالمجموعة الضابطة.

أظهرت نتائج الدراسة فروق ذات دلاله إحصائية في الاختبـار البعـدي بـين المجموعة الضابطة والتجريبية ولصالح المجموعة التجريبية.كما أظهرت النتائج أيضا فروق ذات دلالة إحصائية بين أثر انخراط أولياء الأمور الذكور وأولياء الأمور الإناث على تحصيل الطلبة. قدم الباحث بعض المقترحات لتعزيز الاهتمام بمـشاركة أوليـاء الأمور وأثره على تحصيل الطلبة في اللغة الانجليزية.

Chapter One
Theoretical Background

1.1 Introduction

Parent involvement is one factor that has been consistently related to a student's increased academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999). While the relation between parent involvement and a child's academic performance is well established, Studies have yet to examine *how* parent involvement increases a child's academic performance. Parent involvement was defined as the teacher's perception of the positive attitude parents have towards their child's education, teacher, and school (Webster-Stratton, 1998). (Gonzalez-DeHass, Willems, Holbein ,2005; Hughes, Gleason, Zhang ,2005) discussed two possible mechanisms, a child's perception of cognitive competence as measured by the child's report, and the student-teacher relationship as measured by the teacher's report, were examined for their ability to mediate the relation between parent involvement and academic performance. It was predicted that parent involvement would no longer be a significant predictor of a child's academic performance when the child's cognitive competence and the student-teacher relationship were accounted for in the analyses.

What is Parental Involvement?

Although most parents do not know how to help children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children.(Roberts, 1992)

When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school.(Tizard, J. Schofield, W. & Hewison, J. 1982)

Parents, who read to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to student achievement.

Families whose children are doing well in school exhibit the following characteristics:

1. Establish a daily family routine. Examples: Providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together.
2. Monitor out-of-school activities. Examples: Setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care.

3. Model the value of learning, self-discipline, and hard work. Examples: Communicating through questioning and conversation, demonstrating that achievement comes from working hard.
4. Express high but realistic expectations for achievement. Examples: Setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.
5. Encourage children's development/ progress in school. Examples: Maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.
6. Encourage reading, writing, and discussions among family members. Examples: Reading, listening to children read and talking about what is being read.

Parental involvement research has increased during the last two decades. Sociologists are giving parental involvement a special place of importance in influencing the academic outcomes of youth. Hara (1998) claimed that increased parental involvement is the key of improving the academic achievement of children. Various studies indicate that parental involvement is salient in determining how well children do in school at both the elementary and secondary school levels (Christian, Morrison, & Bryant, 1998; Muller, 1998). Research by Singh, K., Bickley, P., Trivette P., Keith, T., Keith, P., & Anderson, E. (1995) suggested that the effects of parental involvement may be greater at the elementary school level. Shaver and Walls(1998) reported results that suggest the parenting style may determine how much of an effect the involvement of parents has at the secondary level. The impact of parental involvement emerges in mathematics achievement (Peressini, 1998), reading achievement and in other subjects (Jeynes, 2001; Zdzinski, 1996).

Parental involvement is an important influence on children's academic performance. In response to numerous studies that have demonstrated this connection, several broad initiatives have been developed through academia and government policy to increase parental involvement as part of an overall strategy to improve academic performance. Many individual schools and school districts have also responded to the national movement to develop and strengthen strategies to involve parents in their children's education.

Driessen, Smit, and Sleegers (2005) determined that the two types of parental involvement are school-initiated and parent-initiated. Involvement may include contact such as parent-teacher conferences, home visits, field trip

chaperone or participating in an in-class activity. It may also include volunteering in the classroom, following through with suggested activities by teachers, and responding for requests of information. Bridge's (2001) research suggested that the student's parents and their home culture are at the core of the child's life and learning, and therefore the parents are the most powerful and influential people on the effect of the preschool curriculum. Hill and Taylor (2004) noted that parents are considered to be children's "first educators" and for that reason need to be educated and provide appropriate and educational activities at home that are introduced in the classroom. Arnold, Zeljo, Doctoroff, and Ortiz (2008) stated that, "Involved parents likely help build positive relationships between children and their teachers, foster positive feelings about school in their children, and generally support children's social and academic development, all of which may facilitate learning" (p. 77). Once the collaboration between school and home can be formed, the opportunity for success is increased.

In order to increase parental involvement Swick (2004) suggested the following:

1. Provide parents with multiple opportunities to be a part of shaping the family-strengthening services them and their children receive.
2. Dialogue with the parents about the services and activities in which they participate
3. Create parent mentors who have been successful in using early childhood services to empower themselves and their families. These mentors can educate, nurture, and support other parents in becoming empowered.
4. Model for parents the helping relationship behaviors you hope for them to achieve.
5. Organize parent feedback teams to assess the early childhood family-strengthening efforts. (p. 219)

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hill & Craft, 2003). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school.

Therefore, it is important to examine factors that contribute to early academic success and that are amenable to change.

Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development (Christian, Morrison, & Bryant, 1998). By examining specific parenting practices that are amenable to change, such as parent involvement, and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child's academic performance. While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood (Hill & Craft, 2003). Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance.

1.2 Models of Parent Involvement

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher (Kohl, Lengua, & McMahon, 2000). The distinction between the activities parents partake in and the attitudes parents have towards education was highlighted by several recent studies. Several studies found that increased frequency of activities was associated with higher levels of child misbehavior in the classroom (Izzo, Weissberg, Kasprow, & Fendrich, 1999), whereas positive attitudes towards education and school were associated with the child's increased academic performance (Rimm-Kaufman, Pianta, Cox, & Bradley, 2003). Specifically, Izzo, Weissberg, Kasprow, & Fendrich,_(1999) reported that an increase in the parent's school activities, such as increased number of parent-teacher contacts, was associated with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing behavior problems. The significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school. Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents.

1.3 Statement of the Problem

Parental involvement as related to Saudi Arabia educational outcomes has emerged as one of the most discussed topics in educational circles today. Parental involvement alone has especially become a popular topic, because the parents' involvement in Saudi Arabia is weak. Although social scientists have conducted a number of studies indicating that parental involvement has a beneficial impact, these studies have generally not focused on Saudi students specifically, and, generally, they have had either small sample sizes or have been specialized samples. For these reasons the researcher tried to focus on this issue and study the effect of parental involvement on students' achievement.

1.3 Significance of the Study

The significance of this study is stemed from the following:

It is the first study conducted in Saudi Arabia; in fact, it enhances parental involvement in Saudi Arabia schools since there is a focus nowadays on the educational process in general and on parents' role on their children's performance in particular. So, the researcher decided to investigate the parents' role and its affect on students' achievement in Saudi Arabia specifically in English.

1.5 Purpose of the study

The purpose of this study is to investigate the role of parental involvement in the classroom on the third Intermediate students' achievement in English Language in Saudi Arabia schools in the second semester of the academic year 2011/2012.

1.6 Questions of the study

1. Is there any relationship between parental involvement in school and 3rd intermediate students' achievement in English language in Saudi Arabia?
2. Is there any relationship between 3rd intermediate students' achievement in English language due to the gender of the parent who is involved in the schools?

1.7 Operational Definition of terms

The following terms had the associated meaning in this study:

Parental Involvement: the participation in school meetings and events, communication between school and home, involvement in Parent-Teacher Organizations (PTOs) and school activities, supervision and

help with homework, reading or other educational activities at home, and planning for the future.

School initiated involvement: in this study it refers to the role of the school to enhance the parents to be involved in its activities.

Parent initiated involvement: in this study it refers to the parents' role in involving themselves in the educational process and participating in the schools' activities.

Third Intermediate Students: Those who are studying in Saudi Arabia governmental schools and whose ages between 14 and 15 and who have been studying English for three years**.**

Achievement: The scores that were achieved by the learners on the English language test which was designed by the researcher.

1.8 Limitations of the study

This study was limited to the male intermediate students at Immam Mohammad bin Saud School and Qulaib Khadher School for boys in Al-Qurayat in Saudi Arabia, and to any other similar samples during the second semester of the academic year 2011/2012.

Chapter Two
Review of Related Literature

This chapter is divided into two parts, theoretical framework and review of related literature

2.1 Theoretical Framework:

It was hypothesized that parents who have a positive attitude towards their child's education, school, and teacher are able to positively influence their child's academic performance by two mechanisms: (a) by being engaged with the child to increase the child's self-perception of cognitive competence and (b) by being engaged with the teacher and school to promote a stronger and more positive student-teacher relationship.

2.2 The Student-Teacher Relationship

Swick, (2004) has also found that parent involvement in a child's education positively influences the nature of the student-teacher relationship. Therefore, the student-teacher relationship was examined for its ability to explain the relation between parent involvement and a child's academic performance.

A positive student-teacher relationship is defined as the teacher's perception that his or her relationship with the child is characterized by closeness and a lack of dependency and conflict. Closeness is the degree of warmth and open communication between the student and teacher, dependency is the over-reliance on the teacher as a source of support, and conflict is the degree of friction in student-teacher interactions (Birch & Ladd, 1997). It was found that close, positive student-teacher relationships are positively related to a wide range of child social and academic outcomes in school (Swick, 2004). Specifically, a close student-teacher relationship is an important predictor of a child's academic performance (Birch & Ladd, 1997; Hamre & Pianta, 2001).

2.3 Review of Related Literature

Hong and Ho (1997) used latent growth modeling (LGM) to analyze data from the 1988, 1990, and 1992. This statistically sophisticated approach was used to determine the impact of parental involvement on academic achievement, with student characteristics as a mediating variable, and to establish differences among ethnic groups. They found that there were differences among ethnic groups in both the direct relationship between parental involvement and academic achievement as well as the indirect impact

of student characteristics. The results of their study can be used to understand the specific areas of parental involvement that are most effective for each ethnic group included in the study.

Jeynes (2005) also used NELS data from 1990 and 1992 to determine whether or not parental involvement had an impact on the academic performance of African American high school seniors. He also investigated the role of SES and gender. The results showed that parental involvement has a statistically significant impact on academic performance for African American 12th graders; however, the Parents of girls in all ethnic groups were found to be more involved than those of boys.

(Knof and Swick, 2008) investigated the relationships between mother's level of education, mother's quality of instruction, child's IQ, parental expectations, parental involvement, and academic performance. This longitudinal study followed 187 first time low-income mothers and their children from birth through 3rd grade. A positive and significant correlation was found between all of the variables under investigation. A bi-directional relationship was found between parental involvement and academic performance; high child achievement in 1st grade was positively correlated with increased parental involvement in 3rd grade.

Senechal and LeFevre (2002) examined the impact that early storybook exposure and parent's reports of teaching at home influence literacy skills and reading ability. The sample was drawn from three middle class schools in Canada with a progressive approach to education. They found that storybook exposure was a good predictor of children's receptive language development while parent teaching at home predicted emergent literacy skills. They also determined that certain literacy skills serve as mediating variables between parent's involvements in education at home and reading fluency.

A number of studies reported that the academic achievement of secondary school students is also positively affected by other indicators of parental involvement, including parent/student discussions regarding school experiences and academic matters (Keith, Z. T., Keith, P.B., Troutman, G.C., Bickley, P.G., Trivette, P.S., & Singh, K. (1993); Lee, 1994; Sui-Chu & Willms, 1996; Muller and Kerbow, 1993), general parental supervision and monitoring of student progress (Fehrmann , Keith, & Reimers,. 1987; Sui-Chu & Willms, 1996), and to a lesser extent, parent participation in school-related activities (volunteering and parent-teacher organizations) (Sui-Chu & Willms, 1996) and participation in parent-teacher conferences.

Some negative effects of parental involvement on students' achievement are also reported for a number of parental involvement indicators: parents' close supervision of homework and after school activities

(Muller, 1998), frequent contacts with school or parent-teacher conferences (Ho & Wilms, 1996; Lee, 1994; Muller, 1998), and frequent talks with children. Thus, both positive and negative effects are reported by different researchers for parent communications with the student or school, and for parental monitoring of students' behavior. In cases where negative effects are reported, researchers interpret them as indicating parents' efforts to help children with low academic performance or behavioral problems. In a study by Sui-Chu and Willms (1996), some of the negative effect of frequent communication with schools on eighth grade achievement is mediated by students' problematic behavior and performance. The authors recognize the need to include more detailed measures of behavioral and learning difficulties in order to fully account for this negative effect.

Almost all studies on parental involvement in middle school and high school are concerned with effects on achievement test scores, but Lee (1994) utilizes NELS: 88 data to examine the effects of family involvement on a variety of educational outcomes in addition to achievement test scores. This study reveals that the effects of parental involvement in high school may be stronger on students' behavior, attitudes toward school, and report card grades than on achievement test scores. The study reports a number of noteworthy effects of different types of family involvement on tenth graders' attitudes and behaviors, after controlling for students' socioeconomic background, family structure, and previous educational characteristics. The types of involvement that have consistent and sizable effects on a number of outcomes for tenth graders are frequent family discussions about educational matters, family involvement with homework, and to a somewhat lesser extent, parental participation in school activities (such as parent audiences, attending school meetings, and volunteering). These types of involvement positively affect a variety of educational outcomes, such as students' reading habits and homework, attitudes towards school and teachers, and commitment to school work. They also tend to reduce the frequency of behavioral problems and absenteeism (Lee, 1994). However, the study by Lee relies on students' reports of their parents' behaviors and practices. Analyses of data from parents are needed to validate the above findings and increase our knowledge of the effects of parental involvement through the twelfth grade.

All the previous studies tackled the issue of parental involvement but in different ways, no study among the previous studies focused on parental involvement and its effect on students' achievement in English language as a foreign language in Saudi Arabia. So, the researcher was encouraged to conduct the current study to investigate the effect of parental involvement and its effect on students' achievement.

Chapter Three
Design and Methodology

This chapter described the study population, sample, variables, instrument, procedures and the statistical analyses that were used in the study.

3.1 Population of the Study

The population of the study consisted of:

All third intermediate students in Al- Qurayat Educational Directorate enrolling in the second semester 2011/2012 who form (1720), and their parents who form (60)

3.2 Sample of the Study

The sample of the study consisted of (113) third intermediate students in Immam Mohammad Bin Saud School for boys and Qulaib Khadher School for boys in Al-Qurayat and was purposefully selected and distributed into four sections. Table (1) shows the distribution of the students' sample distribution.

Table (1)
The Sample distribution

School	Control group	Experimental group	total
Immam Mohammad bin Saud school for boys	31	32	63
Qulaib Khadher school for boys	22	28	50
Total			113

3.3 Instrument of the Study

The researcher designed an achievement test based on the instructional material of the third Intermediate English textbook to collect the data. Validity and reliability were ensured.

3.4 Reliability of the Instrument

To ensure the test reliability, the researcher followed test/retest technique. The researcher applied it to a pilot sample of (20) subjects excluded from the study sample in the same schools from which the subjects were chosen with a two-week period between the pre-test and the post-test. The reliability of the test was calculated using correlation coefficient that was (0.83) which is considered appropriate for conducting such a study.

3.5 Validity of the Instrument

The researcher validated the instrument by submitting it to a jury of two EFL professors teaching at Mutah University, two supervisors of English language working at the Directorate of Education of Al Qurayat, the Jury were asked to add, omit or make any changes on the items of the instrument. The test consisted of (30) items in its first draft, and it became (25) items in its final version. Appendix (I). The researcher followed the recommendations of the jury and made amendments accordingly.

3.6 Instructional Material

The instructional material was the third intermediate English textbook which consists of 4 units; Healthy Eating, On the Phone, People Said, and revision. From say it in English by Fakhani, Admah, Sroji, Zaidon, Al-Rays, Majdalai and Al-Lehaidan (2011). Appendix (II)

3.7 Procedures of the study

To implement the study, the following procedures were followed:

1. Gaining the approval from Mutah University and the Educational Directorate of Al-Qurayat.
2. Identifying the population and sample of the study
3. Constructing the instruments of the study.
4. Conducting the pilot study
5. explain that parents are involved through sharing the school activities, teaching their kids at home, enhance their kids to share in school activities actively, and ask about their kids performance continuously.
6. -Ensuring the validity and reliability of the instrument of the study.
7. -Applying the instrument of the study.
8. Use SPSS to analyze the collected data.
9. Presenting the findings and the discussions of the study

3.8 Statistical analyses

Descriptive methods (means and standard deviation) were used for pre and post tests for the achievement test of the experimental and control groups.

Comparison statistical method (Two-Way ANOVA) were used to make a comparison between the control and the experimental groups of parents involved and the place of students' residence.

Chapter four
Findings and Discussion of the Findings of the Study

The purpose of this study is to investigate the role of parental involvement in the classroom on the third Intermediate students' achievement in English Language in Saudi Arabia schools. The researcher followed the equivalent pre /post test two group designs. Therefore, the means, standard deviations and Two-Way ANOVA analysis of variance were used to analyze data. The results were displayed based on the questions of the research.

To determine if there is a statistically significant difference between the experimental and control groups, a t-test for independent samples was conducted. Table 2 shows the results.

Table (2)
Means and Standard Deviations of the achievement of the two groups on the pretest

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre	Experimental	60	55.35	7.05	.461	111	.646
	Control	53	54.74	7.09	.461	109.165	.646

Table 2 indicated that the difference between experimental and control groups is not statistically significant at (α≤0.05). Thus, since the difference was not significant, the two groups were assumed equivalent and the sample was divided into two groups, an experimental and a control group. The means for the experimental group was 55.35 for the control group it was 54.74, which means that there were nearly the same. The experimental group with whom parents were involved in their educational progress consisted of (60) male students while the control group consisted of (53) male students. So Table (2) above showed that there were no statistically significant differences in pre test due to group variable.

Table 2 also showed that the difference between the achievement of the two groups on the pretest was not statistically significant at (α=0.05). Since there was no statistically significant difference between the control and experimental groups on the pretest, it was for the experimental (.646) which was more than (.05) and it was for the experimental (.646) too which is also above (.05) so, the groups were assumed equivalent.

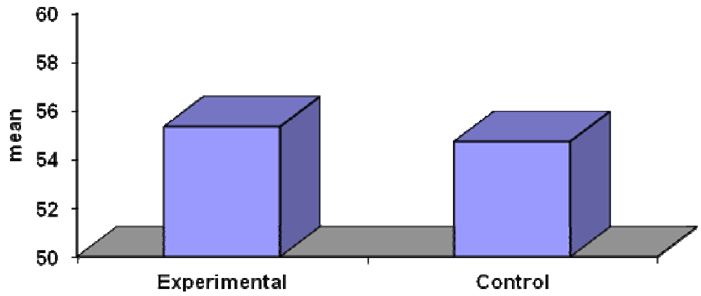


Diagram 1
Experimental and control groups means on pre-test

Diagram 1 showed that there were no statistically significant differences in parental involvement between experimental and control groups in the pre test which means that they were nearly equivalent.

To determine if the two groups are equivalent in the level of their educational progress due to parental involvement, a posttest was conducted and Table 3 presents the results.

Table (3)
t-test Results of the Experimental and the Control Groups on the Posttest.

GROUP		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post	Experimental	60	85.58	7.90	5.318	111	.000
	Control	53	76.15	10.87			

Table 3 showed that there was a statistically significant difference at $\alpha=0.05$ between the achievement of the experimental group and that of the control group on the posttest in favor of the experimental group. This difference indicated that parental involvement on their children's learning may have had a positive effect on students' achievement. The mean score for the experimental group on the posttest was 85.58 while that of the control group was 76.15.

Table 3 also showed that there was a statistically significant difference between the experimental group and the control group on the posttest, was significantly better than that of the control group.

The researcher also conducted a two-way analysis of variance to analyze the posttest achievement scores of the two groups. Table 3 showed the results. So table above showed that there were statistically significant differences in post test due to group variable in favor of the experimental group.

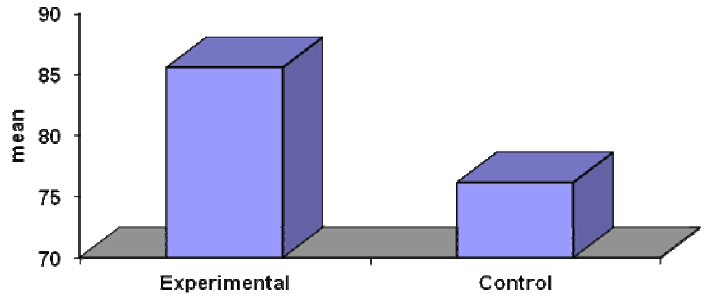


Diagram 2
Experimental and control groups means on post-test

To answer the second question about the effect of the gender of parents on the achievement of students, the researcher conducted a t-test. Table 4 shows the results

Table (4)
t-test of the effect of gender

	GROUP Parent	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
POST	Male	35	83.46	8.779	-2.583	58	.012
	Female	25	88.56	5.324			

Table 4 shows that the females got higher mean than males when the mean was (88.56) for female parent while it was (83.46) for male parents, so the results were in favor of females.

Standard deviation for female parents was (5.324) while it was (8.779) for male parents which is statistically significant.

Diagram 3 shows the effect of gender of the parents of the students.

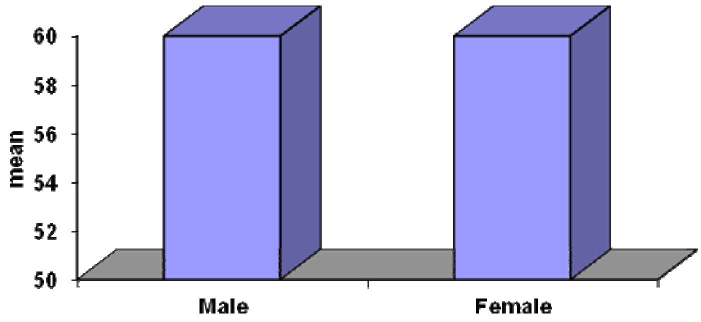


Diagram 3
The effect of gender on students' achievement

4.1 Discussion of the Findings of the Study

Discussion

Findings from the present study demonstrated that increased parent involvement, defined as the teacher's perception of the positive attitude parents have toward their child's education, teacher, and school, was significantly related to increased academic performance, achievement test designed by the researcher. Further, parent involvement was significantly related to academic performance above and beyond the impact of the child's intelligence, a variable not accounted for in previous research.

Findings from the present study demonstrated that increased parent involvement is significantly related to a child's increased perception of cognitive competence. This finding is consistent with previous studies (Gonzalez-DeHass, Willems, & Holbein, 2005; Grolnick, Ryan, & Deci, 1991). While outside the scope of the present study, it is conceivable that parent involvement may influence the child's perception of cognitive competence by means described by Bandura (1977).

Findings demonstrated that increased parent involvement was significantly related to increased quality of the student-teacher relationship. Findings also demonstrated that increased perceived cognitive competence was related to higher achievement test scores and that the quality of the student-teacher relationship was significantly related to the child's achievement, measured by both standardized achievement test scores and the child's classroom achievement. These findings are consistent with previous research and theory (Chapman, Skinner, & Baltes, 1990; Ladd & Price, 1986; Schunk, 1981). Contrary to what was hypothesized, increased perception of cognitive competence was not significantly related to teacher ratings of academic performance. There may be several reasons for this finding. It may be the tasks children perceive they are competent to complete are not related to actual classroom tasks or that teacher ratings of achievement are in part based on other variables, such as the child's abilities in other domains independent of the child's academic abilities.

There was powerful evidence linking parental involvement to school success. There was also limited but growing evidence about the effects of specific parental involvement programs and practices. Parents already made significant contributions to their children's development. However, they lacked the supports they once enjoyed of extended family and close-knit communities. It was incumbent upon schools and communities to play a role in helping parents to expand upon what they already did. Despite the evidence about the value of parental involvement, far too many parents continued to lack sufficient information about their children's schools. Many educators

failed to understand their students' families and many communities were not closely linked with their local schools. The goals in terms of student outcomes was not achieved.

4.2 Recommendations

In light of the results of the study, the following recommendations were proposed:

1. Performing the experiment over a longer period of time so that parents have a better chance to be involved in the whole educational process of their children.
2. Conducting other studies to investigate the effect of parental involvement on their children academic achievement.
3. Training and encouraging teachers on helping parents to be more involved.

References

Arnold, D., Zeljo, A., Doctoroff, G., & Ortiz, C. (2008). Parent involvement in preschool: Predictors and the relation of involvement to preliteracy development. **School Psychology Review**, 37(1), 74-90.

Bandura A.(1977) self-efficacy: Toward a unifying theory of behavioral change. **Psychological Review**. 1977;84:191-215.

Birch Sh, Ladd G.(1997) The teacher-child relationship and children's early school adjustment. **Journal of School Psychology**. 1997;35:61–79.

Bridge, H. (2001). Increasing parental involvement in the preschool curriculum: What an action research case study revealed. **International Journal of Early Years Education**, 9(1), 5-21.

Christian, K.; Morrison, F..; & Bryant, F. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. **Early Childhood Research Quarterly**, 13(3), 501–521.

Driessen, G., Smit, F., & Sleegers, P. (2005). Parental involvement and educational achievement. **British Educational Research Journal**, 31, 509–532.

Fakhani,E.;Admah, S.; Sroji, H.; Zaidan, S.; Al-Rays, H.; Majdali, H. & Al Lhaidan, W. (2011).Say It In English. **textbook**. Al-obekan publisher. Co. Ministry of education, KSA 42-80

Fehrmann, P., Keith,T. & Reimers, T. (1987). Home Influence on school learning: Direct and indirect effects of parental involvement on high school grades. **Journal of Educational Research**, 806: 330-37.

Gonzalez-DeHass A, Willems P, Holbein M.(2005) Examining the relationship between parental involvement and student motivation. **Educational Psychology Review**. 2005;17:99–123.

Hamre B, and Pianta C.(2001) Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. **Child Development**. 7(2):625–638.

Hara S, Burke D (1998). Parent involvement: The key to improved student achievement. **The School Community Journal**.;8:9–19.

Hara, S. (1998). Parent involvement: The key to improved student achievement. **School Community Journal**, 8, 9-19.

Hill, N., & Craft, S. (2003). Parent–school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. **Journal of Educational Psychology**, 95, 74–83.

Hill, N., & Taylor, L. (2004). Parental school involvement and children’s academic achievement: Pragmatics and issues. **Current Directions in Psychological Science**, 13, 161–164.

Ho Sui-Chu, E. and Willms, D. (1996). Effects of Parental Involvement on Eighth-Grade Achievement. **Sociology of Education**, 69 (2), 126-141.

Hong, S. and Ho, H.(1997) Direct and indirect longitudinal effects of parental involvement on student achievement: Second-order latent growth modeling across Ethnic groups. **Journal of Educational Psychology**,97 (1), 32-42.

Hughes J, Gleason K, Zhang ,D.(2005). Relationship influences on teachers’ perceptions of academic competence in academically at-risk minority and majority first grade students. **Journal of School Psychology**. 43:303–320.

Izzo C, Weissberg R, Kasprow W, Fendrich M.(1999) A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. **American Journal of Community Psychology**. 27:817–839.

Jeynes, W. (2001). Effects of parental involvement on the academic achievement of adolescents. Paper presented at the Annual Conference of the American Educational Research Association Conference in Seattle, WA.

Jeynes, W. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. **Urban Education**, 40, 237–269.

Keith, Z. T., Keith, P.B., Troutman, G.C., Bickley, P.G., Trivette, P.S., & Singh, K. (1993). Does parental involvement affect eighth-grade student achievement? Structural analysis of national data. **School Psychology Review**, 22: 474-496.

Knopf, H., & Swick, K. (2007). How parents feel about their child’s teacher/school: Implications for early childhood professionals. **Early Childhood Education Journal**, 34(4), 291-296.

Knopf, H., & Swick, K. (2008). Using our understanding of families to strengthen family involvement. **Early Childhood Education Journal**, 35(5), 419-427.

Kohl GO, Lengua LJ, McMahon RJ.(2000) Parent involvement in school: Conceptualizing multiple dimensions and their relations with family and demographic risk factors. **Journal of School Psychology**.;38:501–523.

Lee, S. (1994). **Family-school connections and student's education: Continuity and change of family involvement from the middle grades to high school.** Doctoral dissertation, Johns Hopkins University, Baltimore, MD.

Marcon R.(1999) Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance. **School Psychology Review**.28:395–412.

Muller, C. (1998). Gender differences in parental involvement and adolescents' mathematics achievement. **Sociology of Education**, 71, 336-356.

Muller, C., & Kerbow, D. (1993). Parent involvement in the home, school, and community. In B. Schneider, and J.S. Coleman (Eds.), **Parents, their children, and schools**. Boulder, CO: Westview Press.

Peressini, D. (1998). The portrayal of parents in the school mathematics reform literature: Locating the context for parental involvement. **Journal for Research in Mathematics Education,** 29, 555-582.

Rimm-Kaufman S, Pianta R, Cox M, Bradley M.(2003) Teacher rated family involvement and children's social and academic outcomes in kindergarten. **Early Education & Development**. 2003;14:179–198.

Roberts, H. (1992). In Online Resources for Parent/Family Involvement. ERIC Digest by Ngeow, Karen Yeok-Hwa, 1999.

Senechal,M. and LeFevre, J. (2002). Parental Involvement in the Development of Children's Reading Skill: a Five-Year Longitudinal Study. **Child Development**, 73 (2), 445-460.

Shaver, A., & Walls, R. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. **Journal of Research and Development in Education**, 31, 90-97.

Singh, K., Bickley, P.., Trivette P., Keith, T., Keith, P., & Anderson, E. (1995). The effects of four components of parental involvement on eighth grade student achievement. **School Psychology Review**, 24, 299-317.

Sui-Chu Ho, E., &Willms, J.D. (1996). Effects of parental involvement on eighth grade achievement. **Sociology of Education**, 69: 126-141.

Swick, K. (2004). What parents seek in relations with early childhood family helpers. **Early Childhood Education Journal**, 31(3), 217–220.

Tizard, J.; Schofield, W.N.; & Hewison, J. (1982). Collaboration Between Teachers and Parents in Assisting Children's Reading.

Webster-Stratton C. (1998) Preventing conduct problems in Head Start children: Strengthening parenting competencies. **Journal of Consulting and Clinical Psychology**. 5:715–730.

Zdzinski, S. (1996). Parental involvement, selected student attributes, and learning outcomes in instrumental music. **Journal of Research in Music Education**, 44, 34-48.

Appendix (I)
Instrument of the study
(Achievement test)

Name : ………………………………………………….……… group : …………...

Q.1.a-Answer

1- What should you do to stay healthy ? (Give 2)

……………………………………………………………………………

……………………………………………………………………………

2- Are Soda and chocolates considered to be healthy ?..................................

3- write 2 healthy eating habits :

a-……………………………………………………..

b …………………… …………………………..

4- Who is our greatest teacher?..

b- Put (True) or (False):-

1- It's a good habit to eat while doing other things. ( )

2- Eating quickly helps the stomach digest food ( )

3-Wisdom is a bad way of thinking. ( )

4-Happiness is a nice enjoyable feeling. ( )

5-Prophet Mohammad PBUH is our greatest teacher. ( )

c- Give the opposites:-.

1- stale …………………………… 2- dangerous ....

3-Success .... 4-wealth ……………………..

5- accept …………………………..

Q2-A- Do as shown between brackets :-

1- Would you like to attend my bother's wedding? [Refuse]

………………………………………………………………………………

2- Could you come to my party? [Accept]

....

B- Choose , who says the following expression:-

1- Can I help you?

a- the caller b- the receiver c- both

2- Can I speak to Maha?

a- the caller b- the receiver c- both

C-Match (A) with (B) :-

B	A
( ) is a person who writes novels.	1- Eid Al-Fitr is
( ) the title , the author ,the review and the price.	2- Congratulations
( ) the day that we celebrate end of fasting	3- The book cover shows
( ) is a word we say; in weddings.	4- Novelist

Q3-Write a letter to your friend in England who is visiting Saudi Arabia to tell him about some of the Saudi customs.(not less than 25 words)
Guide words:- [welcome , drive , wear , use right hand , hug , offer dates, coffee]

………………..…………………..…………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
……………………………………

Appendix 11
Instructional material

Unit 13

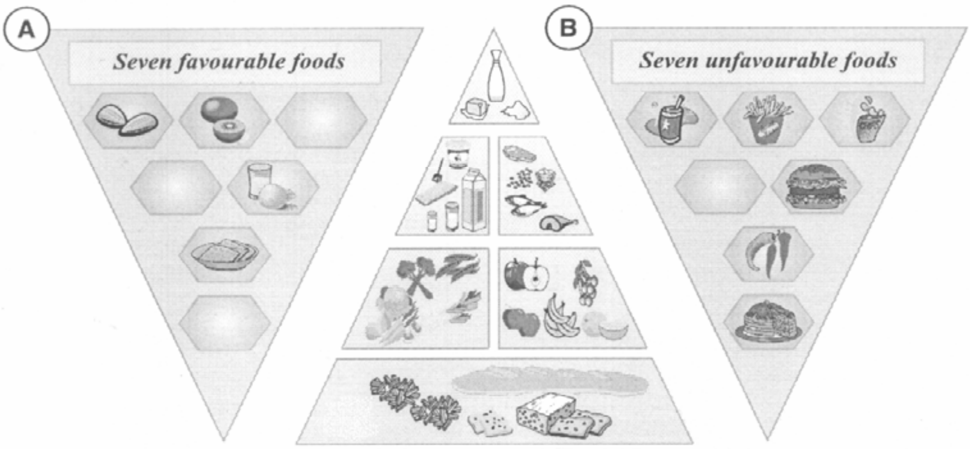
Healthy Eating

In this unit, you are going to :

- make, accept and refuse requests.
- complain, apologize and give excuses.
- listen for specific information.
- read about teen health.
- write a recipe.



Discussion



- **Name the foods in A and B.**
- **Do you eat more of the foods in A or B?**
- **Why are the foods in B unhealthy?**
- **Can you name the different groups of the food pyramid?**
- **Study the food pyramid and find out if you are eating a healthy diet.**

Conversation



A. Listen and practise.

Hussam : I'm hungry. Would you mind stopping at a supermarket?
Father : No problem.
Hussam : I'll just grab a bar of chocolate and a soda.
Can I get you something?
Father : No, thanks. I've already had my breakfast.
Are you going to have soda on an empty
stomach? Why don't you have something
healthier instead?
Hussam : Like what?
Father : A kelija. Here, try one.
Hussam : Ummm, it's really good. It's delicious.
Father : And it's good for you. It's rich in fibre.

B. Do you eat whenever you feel like or do you follow the Prophet's advice? Why?

Grammar

Requests with modals

Could I have a second helping? **Would you** make me a sandwich please? **Would you mind** stopping by a supermarket, please? **Can** you get me some water?	**Accepting** Ok. Sure, no problem. Of course / Definitely. No problem. **Refusing** I'd like to, but …. Sorry. / I'm sorry, I can't.

A. Complete the conversations.

A : ………………………………………..…
B : Sorry, the supermarket I'm going to, doesn't have a bakery.

A : Would you make me a sandwich, please?
B : ……………………………………………
……………………………………………

A : Could you get us some more water, please?
B : ……………………………………….…
A : Oh, and would you mind bringing a clean towel, as well?

A : ……………………………..…………
………………………………………...
B : No problem, but I don't have their phone number.

B. Class activity : Ask your classmates to help you:

- read a label or packet.
- find low-fat cheese.
- cook a large meal.
- set table.
- make a carrot cake.
- plan healthy meal.
- steam vegetables.
- wash dishes.

Listening

A. Suad has gone to see a nutritionist because she has a weight problem. Listen to the conversation and complete the chart with food Suad usually eats.

		Why?
Breakfast		
Lunch		
Dinner		

B. Now listen again. Write why these kinds of food are not good for Suad.

Vocabulary

A. These are methods of preparing and cooking food. Write two kinds of food for each method.


Beat ________/________


Chop ________/________


Peel ________/________


Stir ________/________


Mix ________/________


Pour ________/________


Fry ________/________


steam ________/________


Roast ________/________


Grill ________/________


Boil ________/________


Bake ________/________

B. What is your favourite dish? Tell a friend how to cook it. Use the above words.

My favourite dish is ____________________ . You'll need __________ and ________________.

First, ____________________ the __________________ . Then, __________________________.

After that, ____.

Reading

A. - Do you think the food we eat affects our health? How?

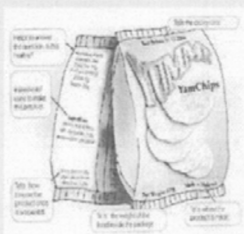
- When you feel sick or tired, do you relate it to the food you eat?

- What does the proverb "Prevention is better than cure" mean to you?

Teen Health

Do you know why children, your age, are suffering from fatal diseases? Unhealthy eating habits and lazy lifestyle is the answer. The food most children normally eat, is high in cholesterol, salt and sugar. High intake of Cholesterol and fats block the arteries. Similarly high amount of salt in food causes high blood pressure.

Looks scary? Not if you watch your diet. One way to watch your diet is to read the labels on the packets. They tell you what each food contains, so that you can choose the food with less fats and salt. Substitute fat foods for food rich in vitamins and minerals such as vegetables and fish. Snack on fruits instead of chips. Drink fresh juice instead of fizzy drinks that give you empty calories. Add honey and fresh salad to your diet; they make you feel fresh and energetic. Bake, grill or steam your food instead of frying or barbecuing.



Healthy Eating 2

It is important to lead a healthy life style. Do not miss breakfast. Balance the food you eat with physical activities like exercises and long walks. Most importantly, dont over eat. Chew your food well and relax while eating.

Eat to feel good, look better, achieve more and stay healthy for longer.



B. Underline the main ideas.

C. Paraphrase the main Ideas.

D. Summarize the text.

Conversation

A. Listen and practise.

Father : I hate to tell you, but the food in the canteen is unhealthy.
Principal : I'm sorry to hear that, but we sell freshly made sandwiches and a variety of juices.
Father : Yes, but the sandwiches have a lot of mayonnaise. The juice is not fresh. The canteen also sells croissants which are full of butter.
Principal : You're right there. We'll write to the catering company and ask them to make changes. Any suggestions?
Father : You can ask them to use brown bread for the sandwiches and get fresh juice and low - fat yogurt.
Principal : We'll try. I hope this helps change the student's eating habits.



B. When is it important to complain? / When is complaining a must?

Grammar

Complaint	Apology	Excuse
- I hate you, but **the food in the canteen is unhealthy.** - Excuse me but, **there's a fly on the chicken.**	**I'm sorry to hear that.**	but our sandwiches are freshly made. It may have flown in.
- I'm sorry to bother you, but **your juices are too sweet.**	**Sorry.**	Most of our customers like them sweet
- I'm afraid **you've broken my plate.**	**I'm awfully sorry.**	It slipped.

A. Match the complaints with the suitable excuses.

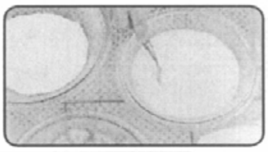
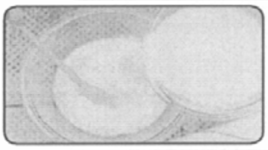
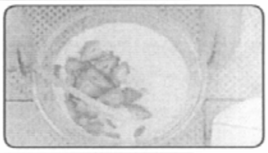
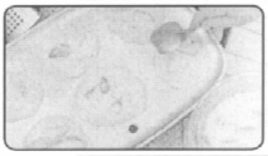
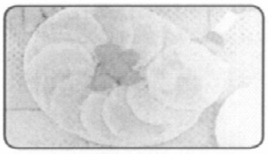
1. Greasy fries	a. I didn't have time to heat it.
2. Overcooked rice	b. OMITTED.
3. Cold soup	c. I forget to turn off the stove.
4. Omitted	d. The orders must have been mixed up.
5. Well done steak	e. I didn't see it.
6. Spilled juice	f. May be the oil was not hot enough.

B. In pairs : **Take turns making the above complaints, but give your own excuses. Use the proper expressions.**

Writing

A. Here is a recipe for making pancakes.

1. Number the steps for making pancakes.


Ingredients:

1 ½ cups of flour
1 ¾ cups of low fat milk
¾ teaspoon of salt
3 tablespoons of sugar
2 eggs
200 g. strawberry (sliced)
4 teaspoons of baking powder
3 tablespoons of vegetable oil

Method:

☐ .... Turn the pancake onto a plate.
☐ .... Mix salt, sugar and baking powder in a bowl. In another bowl, beat milk, eggs and vegetable oil.
☐ .... Pour some honey or syrup over the pancake.
☐ .... Heat a pan. Pour about 2 tablespoons of the mixture. Grill it on both sides.
☐ .... Stir in the strawberry.
☐ .... Pour milk and the eggs mixture into the flour mixture. Stir with a wooden spoon to combine the ingredients.

2. Complete the sentences with suitable sequence adverbs (First, Then, Next, After that, Finally.)

B. Complete the web for cooking your favourite dish.

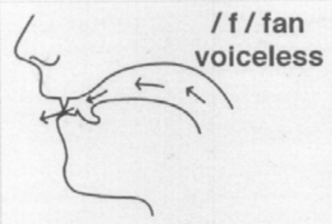
Name of the Dish

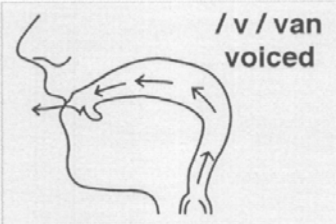
Ingredients	Preparation	Cooking Method

C. In your workbook, page 22 write the recipe.

Phonics

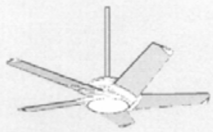
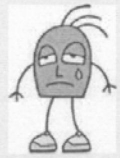
A.





B. 1. Listen and repeat.

2. Circle the word that you recognize in each sentence you hear.

			
Leaf	Leave	Vase	Face
			
Half	Halve	Fan	Van
			
Few	View	Veal	Feel

C. Complete each sentence with suitable words from the box.

friends	fancy	Venice	ourselves	February	view

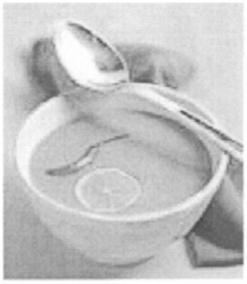
1. Last ____________, we went to ____________, a city in Italy.
2. We lived in a ____________ hotel which had a garden.
3. The rooftop restaurant had a beautiful ____________ of the city.
4. The weather was nice and warm and we enjoyed ____________.

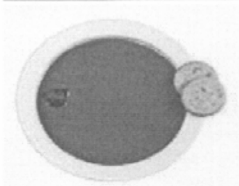
Grammar Summary

Making Requests			Accepting	Refusing
Would you mind	cooking	the meat?	Sure, no problem.	Sorry. Sure, but ....
Can you	buy	some bread, please?	Of course. Definitely.	
Would you	chop	the onions, please?	Sure. Ok.	
Could you	make me	a cup of tea, please?	No problem.	

Complaints		Apologies	Excuses
I'm afraid	the food is not as good as usual.	I'm sorry to hear that	but our chef is sick.
Excuse me, but		Sorry.	
I hate to have to tell you this, but		I'm awfully sorry.	
I'm sorry to bother you but			

A. Complete the following conversation.





Mother : Maha, this soup is really delicious.
Ahmad : But it's ______________________________.
Maha : Is it? May be because the ac is on.
Could you ____________________, please? (request)
Ahmad : ______________, ______________. But It's salty, as well.
Maha : ______________________________ (apology / excuse)
Mother : Could you stop complaining about the soup?
You can have something else. Here try the rice.
Ahmad : Uh, it's ______________________________ (complaint)
Maha : Sorry, ______________________________ (excuse)
Mother : Ahmad you should be thankful and if you don't like the food, do as the prophet peace be upon him used to do.
Ahmad : What did he do?
Maha : ______________________________.

Speaking

In pairs : **Do the " Healthy Diet" activity.**

Student A.

You are a nutritionist. Look at your patient's information sheet. Ask him/her what he or she has for breakfast, lunch and dinner. Listen to him/her and request him/her to go on diet in order to help overcome health problems.

Student B.

Your nutritionist is going to ask you what you have for your meals. He/She is going to request you to change your diet. Accept or refuse politely.

Reading

Take a closer look at your eating pattern.

Do you	**Usually**	**Sometimes**	**never**
choose healthy food when you eat?	○	○	○
eat three main meals everyday?	○	○	○
choose healthy snacks?	○	○	○
eat a variety of foods?	○	○	○
include two foods in your diet?	○	○	○
Do you			
eat, at least, 6 servings of grain products daily?	○	○	○
eat, at least, 3 servings of vegetables daily?	○	○	○
consume, at least, 2 servings of fruits daily?	○	○	○
go easy on higher- fat foods?	○	○	○
go easy on sweets?	○	○	○
drink 8 or more glasses of water daily?	○	○	○
avoid drinking soft drinks daily?	○	○	○

Daily Servings		
Grains		
1 slice of bread	*1 ounce of ready to-eat cereal*	*½ cup of cooked cereal, rice , or pasta*
Vegetables		
1 cup of raw leafy vegetables	*½ cup of other vegetables, cooked or chopped raw*	*¾ cup of vegetable juice*
Fruits		
1 medium apple, banana, orange	*½ cup of chopped, cooked. or canned fruit*	*¾ cup of fruit juice*
Dairy Products		
1 cup of milk or yogurt	*1 - ½ ounces of natural cheese*	*2 ounces of process cheese*
Meat, Poultry, Fish, Dry Beans		
2-3 ounces of cooked lean meat. poultry, or fish	*½ cup of cooked dry beans or 1 egg counts as 1 ounce of lean meat. 2 tablespoons of peanut butter or ⅓ cup of nuts count as 1 ounce of meat.*	

Score yourself

Usually = 2 points **Sometimes = 1 point** **Never = 0 point**

If you scored ...	
24 or more,	*you have healthy eating habits.*
16 to 23,	*you have good eating habits. A few changes will help you become healthier.*
9 to 15,	*sometimes you eat smart, but not often enough to be your fittest.*
0 to 8,	*you need to change your eating style. Check the table of Daily Servings.*

Unit 14

On the phone

In this unit, you are going to :

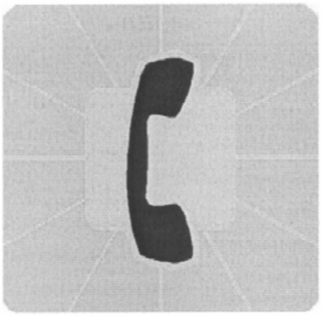
- take and report telephone messages.
- make, accept and refuse invitations.
- listen for details.
- read about telephone use skills.
- write a telephone message.



Unit 14 Lesson 1

Discussion

- ask (for / about) someone
- make invitations
- make reservations
- place orders



- talk to someone
- send faxes
- check time
- make appointments

- How can you find someone's telephone number?
- Do you think there are people who misuse the phone?
- Is using the phone a skill? How?
- What do you say to make (a reservation / an appointment) or place an order?

Conversation

A. Listen and practise:

Student 1 : Hello Ahmad. How're you?
Student 2 : I'm fine. Listen, are you doing anything next Thursday?
Student 1 : No, I don't think I have any plans.
Student 2 : Good. I'd like you to come to my brother's graduation party?
Student 1 : Where's it going to be?
Student 2 : At my house. Oh, your brother is invited as well.
Student 1 : Sorry. I don't think he can make it. He has a math test on Saturday. I'll tell him anyway.
Student 2 : Too bad. See you on Thursday.

B. Why is it important to speak politely on the phone?

Grammar

Invitation	Replies	
	Accepting	Refusing
Could you come to my sister's graduation?	Sure. Yes. I'd love to.	**I'm sorry.** I have to …
Would you like to come to my house?	I'd love to.	**I'm afraid I can't.** I've got to …
I'd like you to come to my sister's party.	Sounds great.	**I'd like to, but …**
	Sure.	**Sorry.** I have other plans

A. Make invitations for the following occasions. Then, choose a suitable reply.

1. ______________________ my brother's wedding?
   a. Not now, thank you.
   b. Sorry I forgot.
   c. I'd love to.
2. ______________________ our house?
   a. That's Ok.
   b. I really can't.
   c. Not really.
3. __________________ lunch with me today?
   a. That's fine.
   b. That would be nice.
   c. I'm late.
4. ______________________ our graduation party?
   a. I'm sorry, I really can't.
   b. That's a good idea.
   c. I don't like parties.



B. In pairs : **Go around the class, inviting your classmates to ------------ party / an exhibition / a lecture / a game of tennis / basketball etc. Accept or refuse your classmates' Invitations when they invite you.**

Listening

A. Listen to people, inviting each other. Tick to show acceptance or refusal.

	Accept	Refuse	Formal	Informal
First pair	☐	☐	☐	☐
Second pair	☐	☐	☐	☐
Third pair	☐	☐	☐	☐
Fourth pair	☐	☐	☐	☐

B. Listen again and check whether the invitation is formal or informal.

Vocabulary

A. Read the group of expressions below. Choose a suitable title from table for each group, then write it on the green line.

Starting a phone conversation	Ending a conversation	Solutions
Problems getting through	Asking for someone	Asking who is on the phone

1. * ______________________ :
Hello.
Good morning! / Good afternoon!
This is Baher Sa'ada.
Baher Sa'ada speaking.

2. * ______________________ :
___ Who's speaking?
___ Who's calling?



3. * ______________________ :
___ (Can / Could) I speak to Mr. Smith, please?
___ Mr. Smith, please?
___ Is Mr. Smith around?

4. * ______________________ :
___ The line's busy.
___ There's no reply.
___ Sorry, wrong number.
___ I'm sorry Mr. Brown is out at the moment / isn't in today / is on another line.

5. * ______________________ :
___ I'll ring him/her back later.
___ Could you ask him/her to call me?
___ Can I take a message?
___ Dial number ....
___ Hold the line, please.
___ Hang up and try again later.

6. * ______________________ :
___ Thank you. Good bye.
___ Thank you for your help.
___ Thanks for calling.
___ I look forward to (seeing you / hearing from you) soon.

B. The above expressions are either used by the caller, the receiver or both. Read them then **write (c) for the caller, (r) for receiver or (b) for both next to the number.**

C. In pairs : **Make up a phone conversation (asking for someone, making a doctor appointment, an invitation, a hotel or a plane reservation.)**

On the phone 2

Reading

A. - Do you spend too much time on the phone?
- Can you think of some tips to spend less time on the phone?

B. Read the following passage, then underline the main ideas.

Who's In Control?



Telephones are probably the most important communication tool of all times. People can use them almost anytime and any where. They can be used in the house, the car, the office and even on the street. Today, telephones do not only allow voice communication. They are also important for emails, messages, web browsing and more. This has made the telephone a time wasting tool as well. Therefore, it is very important to use it wisely. Here is some advice.

1. **Use** the phone only when there is a need. Keep in mind that phones are not for entertainment.
2. **Limit** your calling time. Remember that the listener's time is just as important as yours.
3. **Be specific.** Explain the reason for your call and avoid long introductions.
4. **Avoid** talking to other people while you're on the phone.
5. **Don't** answer the phone while munching food. This will force you to repeat whatever you have said.
6. **Use** answering machines. They are very useful. They receive all your calls, then later on in your free time, you can return the calls you wish.

Use the telephone wisely. Remember when it comes to telephones, you should be in control.

C. Paraphrase the main ideas.

____

____

____

D. Write a summary of the passage.

____

____

____

____

Conversation

A. Listen and practise.



Receptionist : Good morning, Stars Language Institute. Can I help you?
Fayez : Yes. Can I speak to Mr. Green, please?
Receptionist : I'm sorry. He's not available at the moment. Would you like to leave a message?
Fayez : Yes, my name's Fayez Kareem. I'd like to register for an English course this summer. Could I have his phone number, please?
Receptionist : Sorry, I have to ask him first.

Mr. Green : Any messages for me?
Receptionist : Yes. Mr. Kareem has just called. He says he'd like to register for the English summer course. He also wants to know if he can have your phone number.
Mr. Green : No problem. I' ll give it to him.

B. Why is it important to give a clear message?

Grammar

Reported Speech (1) Reporting Questions	
"**Can I have** his phone number ?"	**He wants to know if he can have** your phone number.
"**When are you coming** back?"	**He wants to know when you are coming** back.

A. Read these statements, then report them.

1.  Can you transfer the call?

2.  Do you know his e-mail?

3.  When is he leaving?

4.  Do you hear me clearly?

B. In groups of 3 : **Report a telephone message.**
Student A : Call a friend and leave a message.
Student B : Take the message and report it to student C. Exchange roles.

On the phone 3

Writing

A. - What are phone messages?
- Are phone messages important? Why?
- How do we write phone messages?

B. Read the following situation then, complete the conversation below.
You are calling your doctor, but he/she is not in. You will leave a message with the nurse. Follow this outline to make sure that the person who receives your message has all the information he/she needs.

1 **Say who you are** .... This is ....
2 **State reason for calling:** I'm calling to ...
3 **Make a request:** Could you.../ Would you ...?
4 **Leave your phone number:** My number is ....
5 **Finish:** Thanks a lot, bye. / I'll talk to ...later, bye.

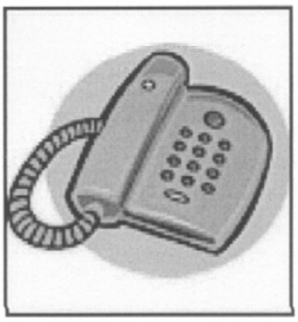
Nurse : Hello. Dr. Livingstone's clinic. Can I help you?
You : ____________________
Nurse : ____________________
You : ____________________
Nurse : ____________________
You : ____________________
Nurse : ____________________
You : ____________________

Tips for leaving a message
- know exactly who you want.
- know what you want to say.
- know expressions for Leaving messages.
- speak slowly and clearly.

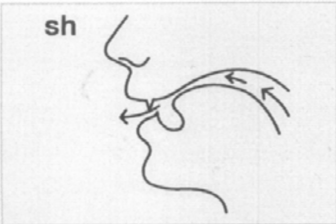
C. The following page from a message pad, gives you an idea about what to write when taking a message. Use the conversation above to write a message for Dr. Livingstone.

To : ____________________
From : ____________________
Date : ____________________
Time : ____________________
Phone : ____________________
Message : ____________________

Taken by : ____________________



Phonics





A. Listen and repeat.

ch	sh
chair	share
chin	shin
chew	shoe
chips	ships
cheat	sheet

B. Listen to the words. Circle the sound you hear.

			
ch sh	ch sh	ch sh	ch sh
			
ch sh	ch sh	ch sh	ch sh

C. Circle the word that has the initial sound of the picture's name.

	chip child shoe		sheet chip shore		shoot catch watch		fashion harsh catch
	catch sheep shelf		shampoo clash fetch		share beach cheap		shake chalk match

Grammar Summary

Invitation		Replies		
		Acceptance	Refusal	
I'd like you to	come to my wedding.	**Sure.** **I'd love to.** **Sounds great.**	**I'm sorry** **I'm afraid I can't** **I'd love to but** **Sorry. I can't**	I have to I have got to I have other plans.
Would you like to **(Could / Can) you**	come to my wedding?			

Reported Speech		
Yes, No Questions		
"**Do** you **have** anything on Monday?"	**I want to know**	**if you have** anything on Monday.
"**Does** she **know** the place?"	**They wonder**	**if she knows** the place.
Wh Questions		
What is the occasion?	**He wants to know**	**what** the occasion **is.**
Who is calling?	**We want to know**	**who is calling.**

Refuse the following invitations, giving excuses. Then, report them.

1. Caller : Would you like to attend my brother's wedding?
   ______________________ (Refuse)
   ______________________ (Report)
2. Caller : Do you think you can come to my house today?
   ______________________ (Refuse)
   ______________________ (Report)
3. Caller : Would you like to have lunch with me today?
   ______________________ (Refuse)
   ______________________ (Report)
4. Caller : Could you come to my party?
   ______________________ (Refuse)
   ______________________ (Report)
5. Caller : Would you like a ride home?
   ______________________ (Refuse)
   ______________________ (Report)

Listening

Listen to two telephone calls and take messages.

1 **A message for you**

To : ....
Date : ....
Time : ....
From : ....
Phone : ....
Message : ....
....
Taken by : ....

2 **A message for you**

To : ....
Date : ....
Time : ....
From : ....
Phone : ....
Message : ....
....
Taken by : ....

Vocabulary

Choose the correct answer.

1. The person who answers the phone in a company is a / an ....

☐ caller
☐ operator

2. If someone is on the phone, their line is ....

☐ busy
☐ full

3. The telephone piece that you hold in your hand is the ....

☐ hand
☐ receiver

4. You have to .... a number to speak to someone on the phone.

☐ mark
☐ dial

Speaking

In groups : **Do the " Any messages for Me?" activity.**

Listening

Listen to two telephone calls and take messages.

1

A message for you

To : ....
Date : ....
Time : ....
From : ....
Phone : ....
Message : ....
....
Taken by : ....

2

A message for you

To : ....
Date : ....
Time : ....
From : ....
Phone : ....
Message : ....
....
Taken by : ....

Vocabulary

Choose the correct answer.

1. The person who answers the phone in a company is a / an ....

☐ caller
☐ operator

2. If someone is on the phone, their line is ....

☐ busy
☐ full

3. The telephone piece that you hold in your hand is the ....

☐ hand
☐ receiver

4. You have to .... **a number to speak to someone on the phone.**

☐ mark
☐ dial

Speaking

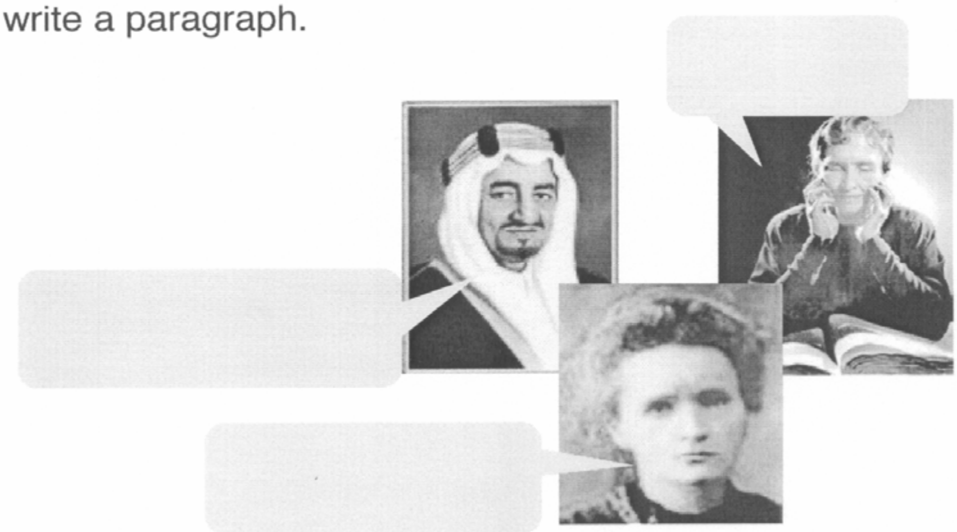
In groups : **Do the " Any messages for Me?" activity.**

Unit 15

People said

In this unit, you are going to :

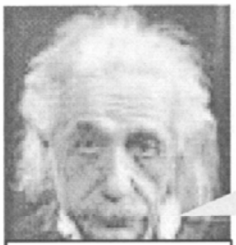
- report what people said.
- listen for specific information.
- read different qoutes.
- write a paragraph.



Discussion

The upbringing of our youth was based on three principles: belief, education and work.


King Faisal


Einstein

The important thing is never to stop questioning.

Life is a daring adventures.


Helen Keller


Niel Armstrong

That's one small step for man, one giant leap for mankind

- Who are the people in the pictures.
- What was each of them talking about?
- Do we learn from other peoples' experiences?
- Who is our greatest teacher? Can you report some of his sayings?

Conversation

A. Listen and practise.



Father : Omar! You're still studying! You need to sleep. It's getting late.
Omar : I hope I get full marks. I want to be the best in class.
Father : Good, but it's not only your marks tha'll make you the best. Prophet Mohammad, peace be upon him, said, "The best amongst you are those who have the best character".
Omar : What does that mean?
Yousuf : I know what it means. Our teacher said that people have good manners and qualities are the best.

B. Which of the Prophet's saying do you follow all the time? Why?

Grammar

Reported Speech (2)	
Direct statements	**Reported statements**
"**I am trying** to work hard **this** week".	He **said** (that) **he was** trying to work hard **that** week.
"**We write** the correct answer".	They **told me** (that) **they wrote** the correct answer.
"She **has** big dreams".	She **told** me (that) she **had** big dreams.

A. Report the following quotes.

1. "I find that the harder I work, the more luck I seem to have." **Thomas Jefferson**

2. "90% of our worries are about things that will not happen." **Margaret Thatcher**

3. "Women have a right to work, whenever they want, as long as they have dinner ready when you get home." **Laertius Diogenes**

4. "Everything is funny as long as it is happening to somebody else. **Will Rogers**

B. Write down a quote that you think is useful, then report it to your friend.

Listening

A. Listen to poeple talking about some famous quotations, then match them to their writers.

Names	Quotes	Reported	Direct
a. Williams Menninger	1. ______ " I haven't failed, I've just found 10,000 ways that didn't work."	☐	☐
b. Thomas Edison	2. ______ " A slip of the foot you may soon recover, but a slip of the tongue you may never get over."	☐	☐
c. Benjamin Franklin	3. ______ " Six essential qualities are the key to success: sincerity, honesty, humility, courtesy, wisdom and charity."	☐	☐

B. Listen again. Tick whether the quotes are reported or direct.

Vocabulary

A. We can learn from quotes, sayings and proverbs about:

forgiveness	wealth	confidence	education	future
success	wisdom	friendship	motivation	happiness

B. Match the words above with the definitions below.



1. ______________ Believe (trust) in oneself or others.
2. ______________ to be rich.
3. ______________ time to come.
4. ______________ show pardon or excuse.
5. ______________ good way of thinking.
6. ______________ nice enjoyable feeling.
7. ______________ getting what you want.
8. ______________ learning.
9. ______________ a moving power that makes a person act.
10. ______________ the quality of being friends. The feeling between two friends.

C. Think of a quote, a proverb, or a saying. Say it to your partner. Ask him/her what it is about.

Reading



A. 1- What are quotes?
2- What do we learn from quotes?

B. Read People Said.

People said ...



Often we hear people quoting words from a text or a speech. These words are a gist of life-long experiences and observations of famous, intelligent and wise people. They usually teach us important things about life. Here are some quotations that can make a difference in your life.

"Friendship is one mind in two bodies."
Mencius

"I have not failed, I have just found 10,000 ways that works."
Thomas Edison

"Have faith and you will triumph"
Muhammad Ali Jinnah

"Live as if you were to die tomorrow. Learn as if you were to live forever."
Mahatma Ghandi

"Knowledge is the only wealth that can neither be stolen as we use it.
Anonymous

"Lay the foundation of your future today, don't wait tomorrow: it may never come."
Anonymous

"You must look into people, as well as at them."
Lord Chesterfield

"First, learn the meaning of what you say, and then speak."
Epictetus

"The only way to have a friend is to be one."
Ralph Waldo Emerson

"Knowledge speaks, but wisdom listen."
Jim Hendres

"Time is the most valuable thing a man can spend."
Laertius Kiogenes

"When you teach a man, you teach an individual. When you teach a woman, you teach a family."
Van Harest

C. Put the quotations under the following headings. Some quotations can go under more than one headings.

Future	Success	Wisdom	Friendship

D. Choose one of the categories and write what you have learned from the quotes about it.

Unit 15 Lesson 3

Conversation

A. Listen and practise.

Student 1 : "Believe you can and you're half way there."
This quote is powerful.
Student 2 : It was the title of the lecture I attended last week.
Student 1 : It must've been interesting.
Student 2 : The lecturer said that self-confidence was the most important thing.
Student 1 : I read that confident people are happy about who they are.
Student 2 : Exactly. He also told us that there were things we could do to build self confidence; do you want to know them?
Student 1 : Sure. What did he say?
Student 2 : He told us not to use *"self-killer"* phrases.
Student 1 : *"Self-killer phrases"*!
Student 2 : Yes, such as, "I can't", "I'm stupid" and so on. He also asked us never to give up.
Student 1 : So, believing in yourself is the key to success.

B. How do you invest in yourself?

Grammar

Reporting commands and request (4)	
Direct Commands	**Reported Commands**
"**Get rid** of self-killer phrases."	He **told us to get rid of** self-killer phrases.
"**Don't use** killer phrases."	He **told us not to use** killer phrases.
Direct Requests	**Reported Requests**
"**Please, be** persistent."	He **asked us to be** persistent.
"**Could you tell me** more tomorrow"?	She **wanted me to tell** her more the following day.
"**Please, don't** give up."	He **asked us not to give** up.

A. Decide if the following are commands or requests. Write C for command and R for Requests. Then, rewrite them in reported speech.

_____ 1. "Could you 'try harder"?

____

_____ 2. "Forgive many things in others; nothing in yourself"

____

_____ 3. "Could you attend your lecture"?

____

_____ 4. "Put your future in good hands-your own."

____

_____ 5. "Please, keep quiet."

____

_____ 6. "Knock the "t" off the "can't."

____

B. In pairs: **Report the last two commands or requests that were given by your teacher / father / mother to your partner.**

Writing

"To be or not to be" **is a famous Shakespearean quote. Adopting this quote, think whether you want to be an active or an inactive member of your society.**

Option
What should I do?

Your option
____

Results
What will happen?

Pros	**Cons**

Think about the PROS and CONS

Choice
Is this a good thing to do?

Why?

Unit 15 Lesson 4

Phonics

Plural

A plural is a word that means more than one.
Add **s** to most words to make them plural but

If the word ends in

- X, ss, s, sh, ch → a / Add _ **es**
- Consonant + y → Change **y** to **i** and add _ **es**
- f (e) → Change **f** to **v** and add _ **(e)s.**

A. Read the rules above and look at the examples, then give the plurals of the following words.

1.	Box		2.	Hatch		3.	Boss		4.	Watch	
5.	Leaf		6.	Wife		7.	Half		8.	Thief	
9.	Potato		10.	Tomato		11.	Hero		12.	Buffalo	
13.	Fly		14.	Family		15.	Baby		16.	Pony	
17.	Glass		18.	Star		19.	Ape		20.	Car	
21.	Story		22.	Apple		23.	Bus		24.	Buzz	
25.	Half		26.	Wolf		27.	Life		28.	Loaf	
29.	Month		30.	Class		31.	Fox		32.	Couch	

B. Rewrite the following paragraph, changing the nouns into plural.

I always spend one hour on my farm, on which there is a calf, a horse, a pony, and a turkey. Last wednesday, I picked a daisy, a poeny, a rose and a mango for my mother because she always bakes one loaf of bread and sends it to me.

Grammar Summary

Reported Speech (3)				
"There **are** many qoutes in the book."	He	**said** **told me**	**(that)**	there **were** many qoutes in the books.
"My sister **wants** to become a teacher."	She			her sister **wanted** to become a teacher.
"**We** will learn a lot from the lecture tomorrow."	They			**they would** learn a lot from the lecture.

Reporting requests and commands (4)					
Direct commands and requests / subjects				**Reporting verbs**	**Reported commands and requests**
Could you	(Don't)	Repeat the lecture?	He	**Asked us**	(not) to **repeat** the lecture.
			She	**told us**	
Please			They	**ordered us**	

Time expressions	
Direct speech	**Reported speech**
Today	That day
Tomorrow	The following day
This morning	That morning
Next week	The following week

A. Change the reported quotes into direct quotes.

1. He told us not to let life discourage us.

____

2. He asked us not to waste our time.

____

3. She told us to do what we could with what we had wherever we were.

____

4. They told us to deal with other people's faults as gently as we would woth our own.

____

5. He asked us to begin each day as if it were on purpose.

____

Speaking

In groups : Do the " What did they actually say?" activity.

Writing

A. Choose a quote. Write it, write who said it, put it in reported speech.

The Quote:

Reported:

B. Write a short story around the quote.